**Day 2**

**Participant Check-in**

**REFLECTION CIRCLE COMMENTS**

* I’m thinking about where best to focus in my context, primary, seconday or both. How best to share with teachers and where to start
* I am making connections to prior learning. This was important in enabling me to understand the 8 steps of the enquiry model
* Yesterday took me back to uni days – constructivism in science. I am excited to implement this in a multi-lingual environment, wellbeing and connections to culture. I an also thinking about Professional learning for others using the ELLI dimensions.
* I hope to put enquiry into practice with structure. Letting go of the strings a little
* I am worried about the lack of structure with my autistic students and students who aren’t familiar with enquiry learning. These students need structure.
* I need to do what students need and what I need as a teacher to learn the process. (Ruth’s Jazz metaphor)
* How do you get 60 – 70 other teachers on board?
* Conflicting issues in school and we need to have conversations with the whole school about what is happening with enquiry
* With one year left as we are, it is difficult to plan for an extended time.
* I’m thinking about teacher growth in the faculty and across the whole school. Faculties coming together and developing a shared view of Enquiry.
* Using it as an assessment tool. Where does it fit in to the timetable? Essential for the Middle Years and should have an explicit time allocated as well as embedded in learning across the school. Teachers need to be able to do it well if it is to be successful.
* Senior school teachers need to revisit what ‘good’ pedagogy is. How can I get them to talk about their teaching and be open to learning new pedagogies and methodologies?
* I am thinking that I need to start small and lead by example. I can see how this will reengage students in the process of learning. This has huge potential for disengaged learners and encouraging team teaching
* Units need to have this embedded. I am dreaming that all four teachers in our unit will be team teaching. We need continuation across year levels. Students need the skills, tools and dispositions to think for themselves
* I would like to share this process for learning in the classroom and also for performance enhancement across the campus. At leadership level I can connect the dots for others to other enquiry programs and processes which are already in practice
* The challenge is how and where to go with this.
* We have many initiatives happening at the moment. Two potentials I see for inquiry learning are
  + Non attendees – learning outside the classroom and portability of learners. We have Electronic Student Portfolios which can be used to track student work
  + Workplace based learning
* I am dancing with the concept of enquiry learning at several levels
  + I want to play at the classroom level
  + What this mean at an office level?
  + How can this be incorporated at a whole school level?
  + I can see this assisting me in defining my own professional learning at a Masters level.
* I am interested in how you might lead something like this. Our school has program overload, we could use this enquiry process to enable teachers to connect programs so they don’t feel overloaded.
* There is an openness to engage across this group. How do we best capture the co-generation of knowledge during these two days and beyond?